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This narrative report of a 1967 summer institute, designed to explore one of the ways of transmitting to future leaders an awareness, understanding, and tolerance for cultural differences in peoples from other nations, describes the relative effectiveness of certain methods, techniques, and procedures used in teaching experimental groups of high school students intensive Spanish. Analyses of the rationale, objectives, procedures, professional personnel qualifications, and program design and costs involved in this in-depth pursuit of the Spanish language and culture are included. In the concluding portion, a summary of recommendations, is followed by extensive budgetary considerations, activity schedules, and outlines of culture topics related to Spain and Argentina. This research was funded under Title III of the Elementary and Secondary School Education Act. (AF)

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FINAL REPORT

SPANISH INSTITUTE FOR HIGH SCHOOL STUDENTS

USOE GRANT AWARD NO. 4078

ESEA - TITLE III

June 15, 1967 - January 31, 1968

San Leandro Unified School District
451 West Joaquin Avenue
San Leandro, California 94577

FL 001 177

FOREWORD

This document is an evaluation of a project titled "Spanish Institute for High School Students" awarded to the San Leandro Unified School District during the summer of 1967 under Title III of ESEA.

The primary purpose of this institute was to provide high school students an opportunity to receive in-depth education in a single discipline (in this case Spanish) in an effort to determine the relative effectiveness of certain methods, techniques, and procedures.

The need for a public which is aware of and which has an understanding of and a tolerance for cultural differences in peoples from other nations has already been well established. Knowledge as to ways in which these understandings can be transmitted to tomorrow's leaders is essential. This institute was a pioneer in exploring the field of working with secondary school students to accomplish this objective, and it is hoped that others interested in continuating this exploration will capitalize on the successes and avoid the mistake experienced in this venture.

This document has manifold purposes. First, to review briefly the original plan; second, to reconstruct what actually took place; third, to offer constructive criticism on the writing of the project proposal; and, finally, to give an objective evaluation of each segment of the project, as well as of the total endeavor. This last task consists principally of drawing together the critical evaluations of all personnel concerned, the results of standardized and staff-made tests, results of follow-up questionnaires, interviews with students, and of the teachers' daily journals.

The need for objectivity in this task is patent, and the difficulty in maintaining this objectivity is just as obvious. Where documentary evidence in support of observations is available, it will be used; where these data are not available, comments, observations, and criticisms should be identified as belonging to the evaluators, and they assume total responsibility for them.

The format of this evaluation, though in narrative style, will follow the outline form prescribed for the project write-up. Other documents quoted or referred to are in the project files, and copies of these may be obtained from the Project Director.

Mr. Bruno Peinado, Consultant
Mr. Edgardo E. Torres, Project Director

THE COMMUNITY

This section of the project write-up requires a description of the area to be served. It includes a brief statistical treatment of population trends in the community. It is noted that the word "community" refers to Alameda County from which were drawn the eligible high school students. A state map showing the location of the area to be served was included.

STATEMENT OF NEED

A brief description of the educational and cultural resources located in the immediate area available to the sponsoring agency was included. A complete list of these resources was appended to the proposal.

NEEDS

Needs were determined by: (1) observation of current practices in secondary schools; (2) an assessment of national, state, and local needs; (3) the experiences of the personnel involved, and (4) a survey of the pertinent literature. A bibliography was appended.

National needs were assigned a high priority, and these focused on the dearth of people now being trained, and the fact that the demand exceeds the supply.

The need was further focused on state, county, and local levels both in terms of current and projected trends. It is the opinion of the evaluators that an even stronger case for local need could have been made with statistical evidence of the incidence of Spanish-speaking residents of the immediate area as well as the number of secondary students currently studying the language. These statistics are available from the State Department of Education in Sacramento.

EDUCATIONAL NEEDS

The central task assumed by this project was to explore the possibility of conducting a program of in-depth education by offering students a number of activities all taught in Spanish. From this experience it was hoped that information could be gained pertaining to curriculum, personnel, methods, techniques, and blocks of time, and whether students could profit from a learning experience in which they did not continually have to "shift mental gears" in going from one discipline to another. The success of this in-depth pursuit of the Spanish language and culture will be evaluated in the section dealing with Objectives.

IMPLICATIONS

In a document titled "Comprehensive Statement of Evaluation" by one of the consultants, the following statement appears, and is quoted here in its entirety because of its extreme relevance and because it may be considered a major criticism of the planning stages of this institute.

IMPLICATIONS (Continued)

"It is stated (p. 12, item #5) that this project '...will have implications in several areas:

a. implementation of secondary curriculum
b. physical plant utilization
c. development of secondary school curriculum
d. teaching of foreign languages
e. use of community resources
f. utilization of staff
g. development of teaching materials.'

"No place in the proposal, however, are there specifications regarding the 'implications' alluded to above. What are the implications and how will their relevance be recognized?"

Careful reading of the project proposal keeping the above in mind reveals that the questions posed are indeed relevant. That is to say that in most cases no generalizations can be made from this experience to the areas mentioned. The difficulty lies, perhaps, in the writing of this particular section of the proposal since elsewhere (See p. 26, Item V, A, 1 of project proposal) it is stated that the institute will provide "...actual experience and data in the administration of an institute...that could be applied to other languages as well as to other areas of a high school curriculum where the regular daily time alloted does not permit in-depth immersion of the students. Examples of other areas might be science, reading, mathematics, arts, drama, physical and vocational education, and inter-group education." In view of this, it might be profitable to examine each of the implications to see to what degree the experience here might have relevance in institutes similar to this planned in disciplines other than Spanish.

Implication "a" is Implementation of Secondary Curriculum. The experience gained from this institute, particularly that dealing with the planning stages, might be profitably used in an institute planned around, say Music Education or Physical Education. Of utmost importance here, however, would be the direction of the discipline chosen into its various discrete skills, and to plan the activities of the institute around them so that the students do indeed have in-depth exposure to them. Music, for example, might be broken up into individual performing skills, group performing skills, recreational skills, theory, history, etc. The one activity might well be a symphony, an opera, or a musical comedy.

Implication "b" is Physical Plant Utilization. This experience has shown that for the purposes of a Spanish institute, and only with minor exceptions, a normally equipped high school plant is perfectly adequate for conducting this or another similar institute. Needless to say, the building requirements for each distinct type of institute are going to differ making it necessary to determine beforehand the exact room requirements for each activity planned.

IMPLICATIONS (Continued)

Implication "c" is Development of Secondary School Curriculum. There is little doubt but that experimentation in the different possible approaches to teaching a given discipline is needed. Certainly in this institute, for example, many teaching materials, techniques and ideas were explored and developed, and most certainly, when these are applied by students and teachers alike in their regular school setting, curriculum in this particular discipline will be improved. There is no reason to think that a similar experience in another discipline would not accrue similar benefits.

Implication "d" is Teaching of Foreign Languages. In this case there may be implications beyond this specific experience, since the focus was upon "helping the student concentrate all his efforts and attention on acquiring a specific set of skills...." Students in their interviews seemed vocal about the fact that there was unhurried time to complete a project before moving on to another activity; they mentioned that for once learning was taking place from a motivation other than grades; that the low pressure itself was an incentive to learn more effectively, and that the immersion in the culture carried over into after-school hours. Staff, too, observed that rating of students (Superior, Excellent, etc.) was more effective than the traditional grading system for the purpose of motivating students. Evaluators and staff alike observed that previous agreement on the methods of instruction to be used is an absolute necessity. Another observation was that a course of study with stated overall objectives, and daily lesson plans also with stated objectives should be required. All of these findings certainly do reach into the area of teaching foreign languages though it might be admitted that they are by way of reinforcing previous knowledge rather than of contributing new knowledge to the field.

Implication "e" is Use of Community Resources. Here, too, we might generalize from the institute to the broad field even though again we are reinforcing rather than contributing new knowledge, unless one can accept the premise that new knowledge also includes ideas of the various community resources that can be used. For example, having a visit from a Spanish-speaking professional soccer player to a regular class or club meeting has many cultural implications which classroom teachers might well explore. Field trips to cultural places or events have long been recognized as meaningful, but a different potential inherent in these trips was recognized by both staff and students, viz., that both groups got to know each other better, which is certainly making best use of community resources! Resources of every kind for every discipline are available in this area, and while it is obvious that no one can make use of every potential, it is recommended that many more skilled people be used as volunteer teacher aides or as resource persons.

Implication "f" is Utilization of Staff. This experience provided ample evidence that staff utilization is one of the critical aspects of planning an institute--not only in selecting personnel, but even more critically, in assigning them to their greatest strength. Secondly, it is important to allow them time during each day for evaluation, planning, development of necessary materials, team teaching assignments, etc.

IMPLICATIONS (Continued)

Implication "g" is Development of Teaching Materials. One aspect which bears mention here is that the rate of consumption of materials is not to be underestimated. For this reason alone, if for no other, adequate preparation time should be allowed in each teacher's daily schedule as well as prior to the opening of the institute.

Other institutes would certainly develop teaching materials in their own discipline, and they should be made available to all who are interested. Copies of these institute-developed materials are available from the Project Director on written request.

RECOMMENDATIONS

The following are recommendations made for anyone writing a similar project:

1. Consider that any implications stated might be treated as secondary objectives; i.e., that certain evidence, generalizations and materials may be taken from this experience which are applicable either in another similar institute or less frequently in a secondary school.

2. State specifically what it is anticipated these implications will be. As an example, in this project the implications designed "implementation of secondary curriculum" (a vast, undefined and all-inclusive area) might have been narrowed to include only the impact that a low-pressure atmosphere in a given subject (any Language Development) might have on regular classes during the school year. Supportive evidence can be gathered from questionnaires, interviews, staff meetings, test results, and written evaluations. In being specific in such a statement it then becomes necessary for the planner to select only those areas which have relevance.

3. The number of possible implications attributed to a project is not nearly as important as the relevance they might have to the field. It is our opinion that implications "a" and "c" could have been stated as one and narrowed down considerably. It might then become demonstrable, for example, that a central project (say a student production of a play) can lend cohesiveness to a group beyond those immediately involved in the project itself. Thus the drama class activity involved those students in journalism, arts and crafts, sewing, etc., in the supportive activities necessary for the production. Again, data in support of any conclusion reached could be gathered from observations, reports, questionnaires, etc., which, while largely subjective in nature, are still adequate measures of student attitudes. These then can assist the teacher in planning more meaningful activities in pursuit of the objectives for the classes being taught.

RATIONALE OF THE PROJECT

The rationale of the project is well expressed in this proposal. Briefly stated, the project was designed to provide students an opportunity to submerge themselves in the study of the Spanish language and culture without having to shift mental gears; e.g., from "Math thinking" to "History thinking" until a particular skill had been mastered or a conclusion reached. To accomplish these ends all available resources, human and material, were to be used.

Anyone planning a similar project should observe care in relating each aspect of the rationale to all the other aspects of the total proposal. Said another way, the rationale must be used as the basis for planning every other aspect of an institute from the purchase of custodial supplies to the hiring of professional staff.

OBJECTIVES

A few observations first about determining and writing objectives for any project, and incidentally, this would include the writing of courses of study and of daily lesson plans as well.

A statement of objectives is for the purpose of determining beforehand the direction in which the enterprise is to go and to designate the ultimate goal to be reached. Each statement must be precise, and must be stated in behavioral and measureable terms in order to avoid drifting into vague generalities. Each statement must carry within itself either explicitly or implicitly the means by which it will be accomplished as well as the means by which progress toward the stated goal will be measured. Finally, since stated objectives are arbitrary decisions containing all of the above elements, they can be changed, but any objective substituted must also contain the same elements.

ANALYSIS OF STATED OBJECTIVES

Keeping the above elements in mind, and on the basis of the data available, let us look at each of the objectives as stated in the proposal, after which attempts will be made to rewrite these same objectives within the original framework but also supplying the criteria mentioned in the preceding section.

Objective A reads:

> "To study some of the instructional, methodological, and attendance problems, connected with a summer institute committed to a program of in-depth and saturation education."

The experience gained from this project points toward the need for ample time to plan all phases of the program. One visiting consultant commented: "The staff was preparing materials.. day by day with no particular outline of the course of study." On the basis of the written commentaries available, it is safe to state that not enough time was available for curriculum planning before or during the institute.

This lack of planning time also had some repercussions in the area of methodology. With adequate time, each teacher would know what the specific objectives are for a given course and would apply the proper methods to reach these objectives. One consultant suggests that "Teachers should be encouraged to prepare daily lesson plans with objectives for each lesson clearly stated. ...teachers should also tell the students what the objectives are for the day--too seldom does a teacher let the students know what is expected of them."

On the basis of the comments made by the consultants, it seems patent that the institute would have been more effective had enough time been allotted--both before and during--to the planning and selection of content, materials, and methodology.

The organizational aspect of this objective seems to focus on the number and assignment of personnel involved in the execution of so ambitious a project, and though all concerned exhibited almost incredible dedication, energy, and versatility, there is no gainsaying the fact that the entire operation could have increased in effectiveness simply by adding more professional or paraprofessional assistance. One consultant states, "...the faculty was expected to teach from 8:00 to 12:15 daily with a 15 minute break. This is a strenuous schedule to maintain and operate at top efficiency every day. Such a schedule can be maintained only if there has been sufficient planning in advance of the opening of the institute. (Emphasis supplied).

As to the organization of the activities themselves, different observers seem to have conflicting opinions. One feels that although there were too many, that the number was justified for a first-year institute so that faculty and student reaction could be made for later evaluation. (This same observer states, however, that perhaps too many were scheduled to provide depth either in presentation or student acquisition of information and skills.) Another comments on the length of the period allotted to certain areas observing that a two-hour block "...seemed to be so long that a given activity could be completed but the next one could not quite be completed or the students grew restive." Some of the teachers observed that two-hour blocks for some subjects were satisfactory, but not for all of them. Students generally felt that a two-hour block was satisfactory stating that the low-pressure atmosphere, plus the time available, were more conducive to productivity than in the 55-minute period of a regular school day. An initial venture such as this is going to produce conflicting views, and the purpose of this evaluation is to try to draw these views together so that others may profit from the experience. At the expense of sounding repetitious, following are some observations whose validity is based on the evaluative documents on file in the Director's office.

RECOMMENDATIONS CONCERNING OBJECTIVES A AND B

1. The planning of the instructional program should take place before the institute begins. This planning should involve the Director, teaching staff, and all consultants. Agreement must be reached not only on the overall objectives of the institute and the objectives of each of the activities, but on the methodology to be used to reach these objectives as well.

2. At the same time, the planning of the total organization must take place giving consideration to selection of subjects to be taught, the daily schedule and time allotments for each subject, and the assignment of personnel. In this latter stage, consideration should be given not only to the number of daily hours an individual is expected to be on duty, but to the length of time each individual is expected to be on duty without a break. At this time also a determination can be made as to the paraprofessional help that will be needed.

3. Although there was general agreement that the school plant was satisfactory for the general uses of the institute, it seems that a language laboratory facility could be used to great advantage. Support for this comment lies in the fact that both consultants stated that the acquisition of language skills by the students was not as successful as expected. This facility might well be used as a meeting place for Lengua I students, and by other classes in which it is necessary to drill on specialized vocabulary.

4. Finally, it is recommended that in view of the suggestions made earlier for stating objectives, that statements A and B in the proposal be re-written as one single objective perhaps taking the following form:

> To study, and on the basis of our experience, to suggest methodology, organization, plant utilization and attendance connected with a summer institute committed to a program of in-depth and saturation education in the Spanish language. Data for determining these solutions will be gathered from observations by all concerned, test results, questionnaires, interviews and critiques by consultants.

PARTICULAR OBJECTIVES OF THE PILOT PROGRAM

This portion of the Objectives section of the proposal read as follows:

> "C. To establish a pilot program for in-depth study of the Spanish language for secondary students of Alameda County. The particular objectives of the pilot program will be as follows:

PARTICULAR OBJECTIVES OF THE PILOT PROGRAM (Continued)

"1. Total immersion of the institute participants in the Spanish language. By having the participant speak only the target language, it is expected that his terminal behavior will show an increase and reinforcement of his skills in the manipulation of grammatical structures and vocabulary.

"2. To give the participant exposure to the informal, formal and deep cultural patterns (defined elsewhere in the proposal) of some of the Spanish-speaking countries. It is expected to expose the participant to artists, to consular personnel, to historical monuments and places, to music, art, history and geography, and to representatives of selected Spanish-speaking countries, and by doing so he will develop an increased understanding of the culture of those countries. The terminal behavior of the participant will show that he can compare, identify and manipulate a selected number of cultural items in both his own culture and that of some of the Spanish-speaking peoples."

ANALYSIS OF PARTICULAR OBJECTIVES

"Total immersion" of the participant met varying degrees of success, depending upon the participant's motivation, preparation, and on the urgency that the teacher felt at any given moment to accomplish a specific task. One consultant asks a series of provocation questions:

> "When there is considerable talking in English, one might ask several questions to try to ascertain the reason/s: 1) Is the assigned work so dull as not to hold the students' attention? 2) Is it so difficult? 3) Is it so easy that they're 'finished and fooling?' 4) Are the individual needs of the students being met; e.g., is provision made for differing levels of abilities represented in the class?"

In several other instances lapses into English by the participants, as well as by staff, were noted, and even granting that the need for communication overrode the need for remaining in the language, it is safe to assume that if these lapses were noted at all, that "total" immersion was not accomplished even though the opportunity was indeed offered, provided that individuals felt they could make full use of it. This, however, is begging the question, and some possible remedies will be discussed in the Recommendations portion of this section.

Concerning improvement in the skills of manipulating grammatical structures and vocabulary, the objective data from the MLA pre- and post-test results were not conclusive, probably because of the small sample. Subjective observations by observers, staff, and students indicate that progress was indeed made, but no quantitative data are available. Results of the standardized tests are available in the Director's files.

ANALYSIS OF PARTICULAR OBJECTIVES (Continued)

In the matter of culture courses, quantification presented real problems, too. First, there are no standardized tests available to satisfy the particular needs of this institute. Second, the locally prepared test was used for the first time with this group, and though an item analysis of the results was made, its statistical validation is far from being completed. (The Director has in his files copies of this test and would be glad to share them with interested people.) Third, instructional materials for the county selected for this institute were unavailable, so the instructors were indeed preparing material from day to day.

There is no doubt but that the participants did indeed increase their abilities both in language and in cultural understandings--one need go no further than the student questionnaires to determine that. The problem here has been of quantifying the results, and, unfortunately, what objective data are available are inconclusive.

RECOMMENDATION CONCERNING PARTICULAR OBJECTIVES

Basically, better screening and placement procedures need to be developed. As one consultant points out, one year of Spanish means different things in different schools. This should be one of the first criteria to be used for admittance. The placement tests were not as effective as might have been hoped, and though a high degree of willingness to preserve elasticity in placement was evident, few changes were made after initial placement. The Director himself feels that Grade Point Average (GPA) is just as good an overall indicator of good placement as are tests. But because the Pimsleur Test includes GPA as a weighted factor, perhaps adherence to the original plan of using both the MLA and the Pimsleur would have produced better results. In all fairness, however, the institute did not receive final approval until too late to order the Pimsleur Tests.

In addition to the foregoing, a major weakness is observed in the system of dissemination of admission criteria to the students' regular classroom teachers (whose recommendation for admission was required) as to the type of student most likely to experience success in the institute.

During the institute itself several corrective measures were taken, and it is worthy of note that they were planned before the institute began (Lengua I, peseta game, to mention but two). It goes without saying that the suggestions made here are offered in full knowledge of the fact that the staff was already so deeply involved that precious little time could possibly have been left for additional assignments. They are made here nevertheless to illustrate that with planning they might have been incorporated into the existing work load without adding appreciably to it.

1. One consultant observes about one teacher, "Instructor uses a considerable amount of English and allows English from the class. ...she should be encouraged to adhere to the Spanish language or to repeat at least anything she says in English immediately in Spanish." Pre-institute agreement on methods could

RECOMMENDATIONS CONCERNING PARTICULAR OBJECTIVES

1. (Continued)

   have established this as a valid and effective technique with no additional work being created.

2. Realizing that regardless of grouping procedures there is nevertheless always going to be a "low" group, preparation for giving specialized instruction to these students is a necessity. One consultant went so far as to suggest tutoring sessions, and while this might appear unpracticable at first glance, peer tutors have been used successfully before and could have been here to solve this problem. Another consultant observes, "Although my observations were few in number, I did not observe the 'dialog learning, pattern drills, composition and reading' taking place, nor did I see evidence that the language lab was used or even available." The plant used for the institute does indeed have very good language lab facilities, but they were unfortunately out of order during the institute. It is suggested that a language lab facility is indispensable and could have aided in keeping students (particularly those in Lengua I) "in the language" at the same time that they were engaged in meaningful and productive activity. Pre-institute schedules for use of this facility for certain class meetings could lend variety to presentations and at the same time not increase the teacher's work load (assuming, of course, that appropriate materials had also been prepared beforehand).

3. Though an effort was made to couch lectures in terms within the level of understanding for each group, there is evidence that the results were not altogether successful. This again reflects on the need for adequate pre-institute planning time to allow staff to differentiate in content and teaching methods to meet the needs of the diverse groups. In Culture Topics, for example, a decision might have been reached beforehand as to which of two aspects--cultural awareness or mastery of language--was to take precedence. If it were the former, the decision might be made: 1) to deliver lectures in English which, in some instances, they were; 2) to give students a lecture outline in English but deliver the lecture in Spanish; or 3) to permit students to ask questions of the lecturer in English and have him respond in Spanish (which was occasionally done with the lower group). If the decision were made favoring mastery of language, then decidedly, the scope of the cultural topics should be curtailed. Finally, as one consultant suggested, guest lecturers should be briefed on the objectives of the institute as well as the capabilities of the participants before the lecturer appears on campus.

4. The original proposal indicated that students would be placed in three groups on the basis of test results, but in practice only two groups were formed. The proposal stated that adjustments in group placement would be made after the second week, but as one evaluator states, "Placement was static after initial action and it is to be questioned whether this indicates lack of concern about proper placement or perfection in initial placement."

RECOMMENDATIONS CONCERNING PARTICULAR OBJECTIVES

4. (Continued)

It is felt that it does not have to be one extreme or the other, it seems that had the original plan been adhered to, that this third group could have been created to the benefit of all concerned. True, it would have required major adjustments in the schedule and in personel assignments, but administrative expediency, which is always an operational factor, was not one of the stated objectives.

SUMMARY OF OBJECTIVES

At the beginning of the discussion on objectives, certain criteria were mentioned regarding the writing of objectives, and the writers now feel the obligation of restating the ones selected for this project. A suggestion has already been made on rewriting Objectives A and B as one single objective, but for the sake of giving a complete picture here, it will be incorporated in the following:

OBJECTIVES

A. To study, and on the basis of our experience, to suggest possible solutions to problems of the nature of instruction, methodology, organization, plant utilization, and attendance connected with a summer institute committed to a program of in-depth and saturation education in the Spanish language. Data for determining these solutions will be gathered from observations by all concerned, test results, questionnaires, interviews and critiques by consultants.

B. To establish such an institute for secondary students of Alameda County the specific objectives of which will be:

1. To provide these students an opportunity to immerse themselves totally in the Spanish language by means of a full schedule of activities (6 hours per day, 5 days per week for 6 weeks) conducted in Spanish.

2. To increase and/or reinforce the students' skills in the use of the spoken and written language as measured by a pre- and post-test of language proficiency, by post-institute questionnaires to the students' regular teachers, and by staff observation of the frequency of lapses into English and the relative ease with which the student uses the language.

3. To expose the students to selected cultural patterns of specific Spanish-speaking countries by giving him the opportunity to make and/or manipulate certain cultural artifacts, to visit culturally significant localities and events, to see performing artists, and to attend

OBJECTIVES

3. (Continued)

lectures on a variety of cultural topics. An attempt to measure the changes in terminal behavior will be made by administering a locally constructed pre- and post-test.

a. To gather statistical data on such a test which will serve ultimately to develop a valid and standardized instrument for measuring attainment of cultural awareness.

The topic of Objectives cannot be left without making at least brief mention of one unplanned and totally gratifying by-product of the institute for which again, unfortunately, there is only subjective measure: viz., students learned to understand and tolerate racial differences among themselves. Members of the staff remarked on this in their written reports as did the students themselves in their interviews.

PROCEDURES

The proposal projected this institute over three consecutive summers. Each session was planned on the basis of a 6-hour day, 5 days a week for 6 weeks. Qualified students were to be selected from public and private secondary schools throughout Alameda County. Enrollment was to be limited to 120 students. Qualifications for students required the completion of at least one year of high school Spanish with a grade of "C" or better, and the recommendation of the students' teacher regarding his performance and citizenship.

Students were to be placed into groups on the basis of results of the MLA Foreign Language Test and the Pimsleur Proficiency Test. Both forms of the MLA Test were to be used: Form LA for 1st and 2nd year students; Form MA for 3rd and 4th year students. All four skills were to be tested. In addition to these test results, staff members were to interview each student to determine speaking proficiency.

On the basis of these data, students were to be placed into three groups with adjustments being made during the first two weeks of the institute. For the lowest group emphasis would be placed in development of language skills; for the other two groups the emphasis would be placed on use of the language. All three groups were to take part in the other activities such as sports, dancing, choral, etc.

The class on culture topics was to cover a certain range of cultural phenomena, but presented to the lowest group at a lower level of difficulty than to the other two groups.

ANALYSIS OF PROCEDURE

Although this project was planned for three consecutive summers, funds were allocated only for the summer of 1967. It is not known at this

ANALYSIS OF PROCEDURE (Continued)

writing indeed whether the San Leandro District will continue with the project.

While enrollment was planned for 120 students, there was an original signup of 91 students. Of these, 85 reported on the first day, and of this group 75 completed the full six-week course.

Only the MLA Tests were used for placing students into groups, and for reasons of time, raw scores were used as the basis for placing students into groups. Because enrollment was not as high as anticipated, the decision was made to use only two groups rather than the three projected.

Although an effort was made to differ the method of presentation of materials (e.g., Culture Topics) for the two groups, pressures of time and lack of adequate materials did not allow this procedure to be completely successful all of the time.

RECOMMENDATIONS

The following recommendations for future institutes are made, emphasizing again that they are part of pre-institute planning, and although they may appear to be repetitious of recommendations made earlier, they are germane to this section.

1. In order to interest the number of students required to facilitate adequate grouping, it is of the essence to release information to teachers as early in the year as possible, by February 1, if practicable. Teachers can thus acquaint themselves with the purposes of the institute and the type of student most likely to experience success.

2. Require more specific information in the student application form; e.g., length of class period, textbook used in class, number of years of Spanish studied below the 9th grade, grade point average to date, etc.

3. Use both the MLA and Pimsleur tests, and if at all possible, make use of a scoring service in order to avoid having to use raw scores as a grouping criterion.

4. Make changes in placement as early as possible of those misplaced students.

5. Plan language development activities and culture topics so that they are a meaningful experience for the lowest group. Make certain that staff carries out the plan, and that visiting lecturers are aware of the limitations of all the students.

6. Plan as far as practicable on an equal number of boys and girls, and of 1st year, 2nd year, 3rd year, etc. If this becomes a problem, consider having the institute for students from a single level (e.g., all Level I students).

THE INSTRUCTIONAL PROGRAM

According to the proposal the instructional program was to have had two major objectives. The first of these was to develop and enrich the students' grasp of Spanish in the four skill areas; the second was to expose the students to the culture of Spain.

Activities to achieve these objectives were to be conducted entirely in Spanish and the students were expected to speak the language at all times. Specialized vocabulary lists for specific activities were prepared and distributed to students prior to the activity.

Following is a brief description of these activities:

Sports. (Soccer, jai alai, baseball, basketball, tennis, and football) were intended for boys only because of the physical limitations of the plant.

Home Economics. (Cooking and Sewing) was for girls only, and these to be divided into groups of 15-18 girls.

Speech. Was organized for the top group only. Focus of this was on the use of television, debate, playwriting and production as the vehicle for developing skills. The TV group was to produce a bi-weekly news program, make announcements, etc. The drama group was to write and produce its own plays using the resources of the art class to provide sets.

Arts and Crafts. Designed for all participants. Model making, posters, costuming and set making.

Music. For all participants. Folk and modern dances, four-part choir. Elementary guitar lessons.

Journalism. (For all participants). Publish a bi-weekly newspaper. (Groups 2 & 3).

Language Development Activities. Provided for all groups. For Group 1 (low group), dialogs, pattern drills, composition and reading using laboratory and practice rooms. For top group, in addition to the above activities, certain competitive activities were to be arranged. Assemblies for presentations by certain groups to all participants. Language lunch tables at assigned tables with staff supervision.

Culture Topics. Presentation of selected cultural items for all groups. Use of community resources. Folk dances, costumes, singing, preparation of native foods, native games and sports, etc. Field trips to various locations with historical and cultural interest.

Culmination of Activities. A Gran Fiesta in which participants were to demonstrate their accomplishments to their parents and to the public in general.

THE INSTRUCTIONAL PROGRAM (Continued)

Equipment. Rooms to be equipped with tape recorders and record players for listening and for practice. Equipment for special classes to be provided as needed. Video tape recorder to be used to record and play back institute activities and for demonstrations, and other presentations.

Transportation. To be provided by the District to participants not having access to public transportation.

Credit and Tuition. No tuition to be charged of participants. A minimum materials fee to be charged for items that participants keep. Granting of high school credit to be left to the discretion of the individual governing boards.

ANALYSIS OF INSTRUCTIONAL PROGRAM

The degree to which the two major objectives of the instruction were achieved has been discussed previously, and the observations and recommendations made at that time remain valid here. One additional observation, however, should be made here in terms of the use of the specialized vocabulary sheets used in classes. One consultant observes "Sterile use of word lists in many instances; i.e., vocabulary lists related to the class but not related by the instructor to the work which was immediately at hand on that given day." It is of course necessary for students engaging in the varied activities of the institute to be in command of the vocabulary germane to each one. Suggestions as to possible ways of meeting this need will be made in the Recommendations Section below.

Every teacher was asked to keep a diary of the activities engaged in by his class and to write an overall critique to be turned in after the institute. In addition, periodic staff meetings were held to evaluate progress and to make recommendations. As might be expected of a group of teachers who are extremely busy, the daily journals (with few notable exceptions) were sketchy and serve only as a record of what took place. On the other hand, their written critiques were thoughtful documents which expressed real feelings and points of view. Needless to say, not all were in agreement with each other on specific items, but the consensus was unanimous that the experience was valuable and that it should be continued.

About sports, some of the staff observed that a 2-hour period was too long and too exhausting. The introduction of soccer was a particularly happy choice, since it is at once a popular sport in Spanish-speaking countries and a growing sport in this country. Many students and staff became "fans" through a better understanding of its intricacies. One faculty member questioned the reason for not permitting girls to take part in this athletic program and made two suggestions which might be considered, viz.: that boys and girls exchange activities one day a week (boys take cooking while girls have sports), and that there be periodic coed playdays where a game's rules (such as softball) can be modified so that girls can enter the competition. It is of course true, as we stated in the project write-up, that remodeling of the physical facilities prevented a regular athletic program for girls. Lastly,

the sports activities do not lend themselves well to remaining "totally immersed" in the language and this is particularly true when the excitement of the competition makes the students unconsciously revert to their native language as indicated by the staff critiques.

Home Ec. Was for girls only. Again, because periods of activity fluctuate in intensity, much idle time resulted. One observer remarked that there was considerable conversation in English during her observation period. In sewing, since many students were having this experience for the first time, instruction had to be on a step-by-step basis which also resulted in periods of inactivity. The video tape recorder was used for demonstrations.

Arts and Crafts. Class was held in the cafeteria and assigned a 2-hour block of time. Both of these aspects come under criticism--the cafeteria, because of proximity to vending machines, and the length of period, because it allowed students too long periods of inactivity between projects. There was some conflict of opinion as to effectiveness of the class--one teacher felt it was the least popular class; another saw it as a poster-painting class, and yet one observer saw a group of people working and accomplishing a great deal.

Music. Divided into Vocal Music and Guitar. One observer states that vocal class was "teacher oriented" and suggests that perhaps students could be involved to a greater degree either intellectually or physically. (One teacher observed that he doubted that the "learning of one song, one play, and two dances gives very much cultural understanding." Contrary to this, there is ample evidence that shows these activities were not carried on in a vacuum.) The class in Guitar was received with enthusiasm.

Journalism. Absence of comment from staff indicates that this was a satisfactory activity, and this observation is borne out by the positive responses on the post-institute Student Evaluation Questionnaire.

Language Development Activities. It is interesting to note that of 32 students responding to the Student Evaluation Questionnaire, eight "liked it very much," 12 "liked it somewhat," and 12 thought "it could have been better organized." One observer stated "students seemed to need a more structural situation and operational criteria determined for their performance as listeners as well as when they served as performers." Many students were not able to participate in class activities because of their incomplete command of the language. Writing of scripts was another task which was beyond the capabilities of many of the students. It is the opinion of this writer that this Language Development is the raison d'être of the entire institute, and that regardless of the course designation, one of the primary tasks is to give students the ability to handle at least minimally the basic tool for success in whatever activity they engage in.

ANALYSIS OF INSTRUCTIONAL PROGRAM (Continued)

Culture Topics. Student command of the language seemed to be the key issue here, and from this it can be easily concluded that the matters of student placement, the size of groups, agreement on content and methodology, and the selection or preparation of instructional materials are all matters which need detailed attention before the institute opens.

Culmination of Activities. As has been observed before, the choice of putting on a play at the end of the institute was the unifying thread that ran through the whole structure. Further, it was an activity which served as an effective vehicle to show parents what the students were able to accomplish during a brief six-week period.

Equipment. Equipment appeared to be adequate for the activities which took place. Perhaps more judicious planning on the use of the video tape recorder would have made this instrument a more effective tool. An observer noted that in situations where groups of students were engaged in physical activities, which by their very nature are noisy, that the teacher might have been more effective by using a power megaphone.

Transportation. Lack of comment or criticism is testimony that the arrangements made by the San Leandro Unified School District for bringing students to the school were perfectly satisfactory.

Credit and Tuition. At this writing it is not known whether districts other than San Leandro granted credit toward graduation to students who completed the institute.

RECOMMENDATIONS

1. In the planning stages determinations should be made as to the length of period assigned to each subject offering and as to the number of periods per week that classes will meet.

2. Investigate the possibility of offering elective subjects or at least alternative assignments during each day. In some individual cases, a tutorial session would have been of greater value than an Arts and Crafts class.

3. Investigate the possibility of offering sports for girls (even if only once or twice a week) and of having coeducational game days. A variation might be that boys could take cooking one day a week while girls engage in PE activities.

4. In the planning stages arrange for a period of time during each class period for review of previously learned vocabulary and introduction of new vocabulary. This applies, of course, that appropriate drills must be prepared for each class for each session, and that each teacher must observe certain review and teaching techniques uniformly throughout the day.

RECOMMENDATIONS (Continued)

5. Examine carefully the space and equipment requirements for each course and assign rooms adequate for the activity. Provide for changing rooms if original assignment proves unsatisfactory.

6. After stating objectives for each course devise instruments for measuring progress so that students and teachers will know where they are.

7. Limit the size of classes to an appropriate number for the kind of activity to take place--a large group presentation of cultural topics, for example, becomes teacher- rather than student-centered, and only those students with oral command will become involved.

8. Plan carefully the use of electronic equipment (especially the video tape recorder), and if necessary, hire as part of staff a person skilled in its use and maintenance.

9. If a language lab is available, use it; if it isn't, make provision for listening centers to which students can be taken for drill or practice of language skills.

Emphasis

The statements made under this heading in the project write-up are all grouped under the subheading "The institute is innovative and exemplary because:" Since each one of these statements has been commented upon in various other sections of this evaluation, little is to be gained from their repetition here. Suffice it to say that much has been learned about the planning, organization, and execution of this institute. The Director feels that knowledge gained from this particular experience can be generalized upon to plan and execute a similar institute in other disciplines such as mathematics, science, reading, arts, PE, and vocational education. The basic idea that summer program would provide interested youngsters with an opportunity for exploring in depth their own areas of interest is noteworthy. The planning of such similar institutes should draw as much as is possible from this pioneer Spanish institute even though the problems would certainly not be identical.

Planning

Section A under this heading listed each of the educational agencies which participated in the project in one form or the other, and also the individuals who constituted the advisory committee. In the Appendix of the proposal were included letters of support from each of the agencies.

Section B in the proposal (Description of Planning) indicated the development of this institute as an outgrowth of the smaller-in-scope institute sponsored and funded by the San Leandro Unified School District during the summer of 1966.

RECOMMENDATIONS (Continued)

Participation of Non-Public School Children

Eligible students from all public and non-public schools were permitted to attend. A member of the Catholic Diocese of Oakland was on the Institute Advisory Committee.

EVALUATION

Participant Achievement

The original plan called for pre-institute administration of the MLA Cooperative Foreign Language Test (LA) and the Pimsleur Spanish Proficiency Test. (For students with three or four full years of study, Form MA of the MLA Tests were to be used.) As a post-institute test, Form LB of the MLA, and the Pimsleur were to be administered. (Form MB for students with three or four years of study.)

Pre- and post-institute cultural understanding of Spain was to be measured by a staff developed test designed to sample knowledge of "Informal Culture," "Formal Culture," and "Deep Culture." A thumbnail definition of these terms might be the following:

Informal Culture: Facts, figures and statistics which can be ascertained from reference books.

Formal Culture: The products of artistic, intellectual or heroic endeavors.

Deep Culture: Thoughts, beliefs, actions, concerns, hopes, personal values, superstitions, and all other contributing factors that cause a person to be a Spaniard.

The above abridged definitions are expanded upon in the Appendix of the project proposal.

Analysis of Evaluation of Participant Achievement

Only the MLA Test was administered in pre- and post-institute situations. Grouping was done on the basis of raw scores on this test. A comparison of pre-institute with the post-institute scores was inconclusive probably because of the small number of students involved. Individual students did show improvement. Results of both tests are available in the files of the Director.

The staff-made Culture Test raised several questions which were pinpointed by one of the consultants.

> The nature of the test of cultural values of Spain, is not specified nor is the procedure for its construction or determination of validity and reliability stated. The description of staff qualifications does not show that any staff member

is expected to be qualified in this special area of knowledge; i.e., test construction and analysis. Was the same culture test used pre- and post-institute or were parallel forms used? How was the content of the test determined when the curriculum had not been determined? Is the validity of the test based on content validity? The proposal indicates that formal, informal, and deep culture were to be taught. Were the test items coded as to which of those types of culture were being tested? If not, why make the differentiation in the proposal?

As has been earlier indicated, an item analysis was made on the test, but the population appears to be really too small to derive any significant statistical data therefrom.

Recommendations on the Evaluation of Participant Achievement

1. Since two of the primary purposes of this institute were to develop language skills and build cultural understanding, it is imperative that baseline data be acquired for each student in these two areas. It has already been recommended that both the MLA and Pimsleur tests be used, and that converted scores be used particularly for placement of students into compatible groups or sections, but also for establishing baselines for each individual.

2. In the matter of measurement of culture understanding, other more serious problems are encountered. If this "understanding" consists of accumulating facts about peoples and their customs, the task is relatively easy since it can then be met by a pre-test based upon the outline of the course, and a parallel form of the same test given after exposure. If, on the other hand, "understanding" is defined as modification of behavior and change of attitude, the problem becomes too complex for adequate measurement in a venture such as this.

Participant Attitudes and Expectations

Questionnaire and Interviews

1. A student questionnaire was to be developed and given to the students during the last week of the institute. In addition, individual student interviews by the staff members were held to assess his attitude toward and expectations of the institute activities.

EVALUATION (Continued)

Analysis of Questionnaire and Interviews

Students were asked to rate or to give an opinion on practically every phase of the institute. Two sample items follow:

"I think that

a. the 8 to 2 schedule was very good.
b. a schedule of 9 to 3 would have been better.
c. a schedule from 8 to 3 would have been better."

"The institute

a. turned out to be what I expected it to be.
b. turned out to be somewhat less than I expected it to be.
c. was much less than I expected it to be."

All of the items had from 3 to 5 alternative choices. The results of this questionnaire were tabulated item by item, and reported as a percentage of choices for the total group (N=75). Samples of this questionnaire and the tabulated results are available from the Director's files.

All of the student interviews were taped and a typescript of the interviews was made. Interviews were largely of the question-and-answer type, but the interviewees felt free to digress and add comments on the basic question. Careful reading of the typescript reveals that it is precisely these comments which tell of the insights that the students were developing. Copies of the typescript are available from the Director's files.

In general, the student questionnaire seemed to be too restrictive in the number and kind of alternatives that were offered. Item 4, for example, reads:

"I think that

a. June 26 was a good starting date.
b. we should have started a week earlier.
c. we should have started two weeks later."

On many other items the alternatives presented did not exhaust the possibilities available, and even granting that administrative necessity might limit the number of alternatives, the students may have been forced to choose between equally undesirable ones.

The student interviews were far more revealing of feelings, and the fact that they were recorded gave the opportunity to analyze them at leisure.

EVALUATION (Continued)

Recommendations

1. The student questionnaire should be revised to give students an opportunity to choose between clear alternatives or to present their views clearly. Item 4 would thus be:

    4. I think that the June 26 starting date was

        a. too late.
        b. just right.
        c. too early.

    4a. A better starting date would be _____.

    On occasions, an open ended question might be more adequate to sample opinion.

2. Consideration might be given to recording student reactions on tape without the presence of a staff member. This might be accomplished by giving students a number of topics to discuss. They would, of course, know that their discussion is being recorded; that the physical presence of an adult may not only be inhibiting but also too structuring with the result that students make an effort to respond in a way they know will be pleasing.

Impact of Institute Activities

School Questionnaire

At this writing, a questionnaire is being filled out by the present teachers of the students who participated in the institute. Samples of this questionnaire are available from the Director's files.

Evaluation by Institute Staff

The teaching staff was required to give a written evaluation of 15 areas ranging from scheduling of teaching and other personnel to the adequacy and extent of demands made on physical facilities. In addition, staff meetings were held to coordinate program, to make required adjustments in the program, and to discuss the 15 areas that were to be evaluated in writing.

Analysis of Staff Evaluations

References have been made throughout this report to the comments made by staff in their written evaluations. They are to be commended for their objectivity and their over-riding desire to make the institute a meaningful experience for the students. The Director is to be commended for creating an atmosphere in which this kind of self-criticism could exist.

EVALUATION (Continued)

Recommendations

None

Evaluation by Consultants

Project consultants were required to evaluate the same items required of teaching staff. Their observations and recommendations were to be based on visits during the third, fourth, and sixth weeks of the institute. These observers were then invited to take part in a staff meeting called to discuss their findings. Each of the observers was to submit written reports which are in the Director's file.

Analysis of Evaluation by Consultants

In this case also, many references have been made to take observer's reports in the course of this report, and it would be repetitive to reiterate them here. Suffice it to say that they too maintained an air of objectivity in their observations, and that their recommendations for changes in the conduct of the institute were quickly implemented by the Director.

Their reports also included recommendations on the various phases and aspects of the institute, and these too have been incorporated into the main body of this report.

Recommendations

None

Dissemination of Information

Pre-Institute

While the main avenue of dissemination was through the schools themselves, the Director exhausted all possibilities of informing the public. Newspapers, radio and television stations, professional groups and associations, and numerous personal contacts were used. The importance of this kind of publicity cannot be overemphasized.

During the Institute

Additional use was made of the news media to inform the public of the activities of the institute. Visitors were encouraged from the public in general, from the parents of the participants, and from the neighboring State College.

EVALUATION (Continued)

Post-Institute

The Director has borne the brunt of discussing the events of the institute and the institute staff by making reports to groups such as the Alameda County Foreign Language Steering Committee, the Foreign Language Association of Northern California, and other similar groups. He has shown a film of institute activities providing the narration himself, and he has written reports that have appeared in several professional organs. Out of these reporting sessions enthusiasm has developed to the extent that a neighboring district is investigating the possibility of conducting a similar summer program on their own.

Recommendation

1. Anyone sponsoring an institute of a similar nature should bend every effort to have commerical (or educational) television coverage of the activities of the session. This opportunity to see federal monies being used to the advantage of students who are not having difficulties with the law is too good to be missed, and it is probable that the local TV stations would jump at the chance to make this kind of a documentary in the public interest.

QUALIFICATIONS OF PROFESSIONAL PERSONNEL

Staffing Needs

The staffing needs indicated in the project were as follows:

1 full-time Director
4 certificated teachers - full-time
3 consultants - part-time
3 teacher assistants - full-time
3 teacher aides - full-time

Salaries

The Director received a pro-rated weekly salary based on his regular salary as Supervisor of Foreign Languages.

Certificated personnel were paid $6.00 per hour using the summer school pay schedule as a basis.

Consultants received $80.00 per day as per the recommendations of the State Department of Education, ESEA, Title III.

Teacher assistants were paid $3.00 per hour, the standard rate in the district for paraprofessionals.

Teacher aides were paid $1.50 per hour.

QUALIFICATIONS OF PROFESSIONAL PERSONNEL (Continued)

Recommendations

1. Consideration should be given to increasing the staff as follows:

   a. An assistant director knowledgeable in the field of testing for the purpose of coordinating and evaluating all statistical data gathered.

   b. Additional professional and paraprofessional staff to permit more planning time for teaching staff and to assist in the production of materials.

2. Budgeting for salaries should be adjusted to consider:

   a. A more realistic assessment of the time the Director is to invest in the planning, execution, and evaluation of the total project, and the number of weeks allowed for the project should be adjusted upward.

   b. An hourly rate of pay for teaching staff more in keeping with the highly specialized nature of their work as well as the large investment of their own time for which they are not paid.

   c. The additional staff that would be required.

SUMMARY

General Comments

In view of the foregoing, and in full awareness of the strengths and weaknesses of this institute, this institute was an extremely worthwhile project and an appropriate model for others to follow.

The San Leandro Unified School District is to be commended for sponsoring and encouraging the project, the Director and his staff for their extreme dedication, and the students for their eagerness to learn.

The strengths were many and are to be emulated; the weaknesses were also obvious, but it is hoped that the endeavors of this nature will learn how to rectify them from the experience gained in this initial project.

Summary of Recommendations

Since the purpose of this report has been one of evaluation, and since an evaluation must perforce deal with weaknesses and recommend ways in which they can be strengthened, there follows here a summary of the recommendations made in the body of the report.

SUMMARY

Summary of Recommendations (Continued)

1. Implications that the project might have should be considered as secondary objectives, and in anticipating them one should also anticipate the ways in which their impact can be measured.

2. Implications should be specific thus insuring relevance.

3. Objectives must be stated in behavioral and measureable terms, and should contain either implicitly or explicitly the method of measuring the degree to which they were accomplished.

4. Specific objectives for the overall project must be clearly understood by all, and the objectives of each activity must also be specific and directed toward accomplishing the overall goals.

5. A general statement of the methodology to be employed should also be understood by all. This statement, however, must be broad enough to include personal differences in approach among the staff, but restrictive enough so that goals can be reached as efficaciously as possible.

6. Specific admission and placement criteria for students should be developed before the institute opens, and teachers of participating districts should be made aware of them.

7. A decision must be made early as to which of two objectives takes precedence: if mastery of language is paramount, then the scope of cultural activities must be cut back; if cultural appreciation is to take precedence, then adjustments must be made to allow for students whose comprehension of the target language is less than perfect. In any case, "total immersion" is a term much easier to define than to apply, but whichever of the two objectives is chosen, a consistent effort must be made by staff to uphold the standard.

8. Grouping of students should be as elastic as possible to preserve continuity, but allowing students to work with some assurance of success and progress.

9. Wherever possible standardized tests should be used for placement purposes. If at all possible, these tests should be machine-scored.

10. Language development activities should be provided for students whose command of the language is below expectation. For these purposes, a language lab or its equivalent is essential.

11. Adjust duration of class periods and room assignments to fit the nature of the activity.

Summary of Recommendations (Continued)

12. Because needs and interest of individual students vary, some provision for elective subjects and for tutorial sessions should be made.

13. If space and other facilities allow, arrangements should be made to permit girls to participate in sports activities.

14. Whenever possible, or as soon as possible, class activities should be student- rather than teacher-oriented.

15. During the planning stages, and after the objectives for each activity have been specified, devise measuring instruments to measure progress toward the stated goal.

16. Create opportunities and instruments that will give students free rein in stating their feelings about every phase of the institute.

17. All media should be used to gain publicity for this type of activity before, during, and after the fact.

18. Staff needs should be analyzed carefully in view of this experience and appropriate budgetary allowances made to permit hiring of additional assistance as needed.

PROPOSED BUDGET SUMMARY
FOR TITLE III P.L. 89-10 FUNDS

Name and Address of Applicant San Leandro Unified School District, 451 West Joaquin Ave., San Leandro, Calif. 94577

Grant period would begin June 19, 1967 and end January 15, 1968

Expenditure Accounts	Acct. No.	Salaries		Contracted Services	Materials & Supplies	Travel	Equipment	Other Expenses	Total
		Professional	Non-Professional						
1. Administration	100	$1305.00	$ 403.00	$ 300.00	$ 200.00				$ 2208.00
2. Instruction	200	6030.00	2880.00	2592.00	6000.00	$1200.00			18702.00
3. Attendance	300								
4. Health Service	400								
5. Pupil Transportation Service	500			1800.00					1800.00
6. Operation of Plant	600		706.00					$ 200.00	906.00
7. Maintenance of Plant	700								
8. Fixed Charges	800		71.00						71.00
9. Food Services	900								
10. Student Body Activities	1000								
11. Community Services	1100								
12. Remodeling	1200								
13. Capital Outlay	1230						$4555.00		4555.00
14. TOTAL		$7335.00	$4060.00	$4692.00	$6200.00	$1200.00	$4555.00	$ 200.00	$28242.00

EXPENDITURE ACCOUNT NO. 100 - ADMINISTRATION

Salaries		
Professional		
Edgardo Torres, Project Director		
3 weeks @ $285 a week	$855.00	
Three certificated teachers		
1 week at $150 each	450.00	$1305.00
Non-Professional		
Clerical		
2 weeks (70 hrs.) @ $2.35 hr.	165.00	
Business office costs to program - 1% of total budget	238.00	$ 403.00
Materials and Supplies		
Postage, promotional materials, registration forms, paper and general office supplies	200.00	$ 200.00
Contracted Services		
Dissemination of information to news media, publications and mailing of reports, organization of informational workshop for county teachers.	300.00	$ 300.00
TOTAL BUDGETED AMOUNT		$2208.00

EXPENDITURE ACCOUNT NO. 200 - INSTRUCTION

Salaries		
Professional		
Edgardo Torres, Project Director		
6 weeks @ $285.00 a week	$1710.00	
Instructional staff (teachers)		
4 teachers, 30 days, 6 hrs. per day @ $6.00 hr.	4320.00	$6030.00
Para-Professional		
Teacher Assistants		
3 assistants @ $3.00 per hr. for 30 days, 6 hrs. per day	1620.00	
Non-Professional		
Teacher Aids		
3 aids @ $1.50 per hr. for 30 days, 6 hrs. per day	810.00	
Clerk Typist		
1 @ $2.50 per hr. for 30 days, 6 hrs. per day	450.00	2880.00
Contracted Services		
Honorarium		
3 consultants for 6 days ea. @ $80.00 per day	1440.00	
Guest speakers and artists, 180 hrs. @ $6.00 per hr.	1080.00	
Testing Service		
For scoring answer sheets of standardized tests @ $0.20 per sheet (360 sheets)	72.00	2592.00
Materials and Supplies		
Art supplies, home economics supplies, recording tapes, paper, physical education supplies, books, library materials, film strips, films, recorded materials, testing materials, etc.	6000.00	6000.00
Travel		
Travel for consultants and guest speakers and artists		
2000 miles @ .10¢ per mile	200.00	
Student field trips to museums, historical monuments, language institute and institution of higher learning		
5 trips @ $200.00 ea.	1000.00	1200.00
TOTAL BUDGETED AMOUNT		$18,702.00

EXPENDITURE ACCOUNT NO. 500 - PUPIL TRANSPORTATION SERVICES

Contracted Services

2 buses		
80 miles a day @ .75¢ per mile for		
30 days	$1800.00	$1800.00
TOTAL BUDGETED AMOUNT		$1800.00

EXPENDITURE ACCOUNT NO. 600 - OPERATION OF PLANT

Salaries		
Non-professional custodial services		
1 @ $471.00 per mo., 6 weeks	$ 706.00	$ 706.00
Other Expenses		
Utilities - electricity and water	$ 100.00	
Janitorial supplies	100.00	$ 200.00
TOTAL BUDGETED AMOUNT		$ 906.00

EXPENDITURE ACCOUNT NO. 800 - FIXED CHARGES

Salaries

Non-professional

10% of total salary for custodian	$ 71.00
District policy stipulates that employee benefits are not paid to certificated personnel hired on an hourly rate.	
TOTAL BUDGETED AMOUNT	$ 71.00

EXPENDITURE ACCOUNT NO. 1230 - CAPITAL OUTLAY

1 - Video tape recorder including	
6% for cartage and sales tax	$4555.00
TOTAL BUDGETED AMOUNT	$4555.00

BUDGET JUSTIFICATION

ADMINISTRATION 100

Funds used for project planning, workshops, preparation of materials, pre-registration, dissemination of information, institute evaluation, reporting, and follow-up.

INSTRUCTION 200

Funds used for the operation of the six weeks' institute as described in the application.

PUPIL TRANSPORTATION SERVICES 500

One bus routed south of San Leandro, and another north of San Leandro to provide transportation service to students who are not on existing and/or convenient commercial bus routes.

OPERATION OF PLANT 600

Minimum operating expenses for the six weeks' period.

FIXED CHARGES 800

District contribution for classified employee retirement and fringe benefits.

CAPITAL OUTLAY 1230

Refer to Section XI, B - Justification of New Equipment, page 54.

PROPOSED GENERAL SCHEDULE OF ACTIVITIES

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 to 9:45	Cultural Topics-1 Lang. Develop. 2-3 Drama-Television Speech Journalism	Choir Folk Dancing Band Instrumental	Lang. Develop. 1 Arts & Crafts 2-3	Cultural Topics-1 Lang. Develop. 2-3 Drama-Television Speech Journalism	Cultural Topics 2-3 Arts & Crafts 1
9:45 10:15	R E C E S S				
10:15 to 12:00	Sports (Boys)1,2-3 Home Ec. (Girls) 1, 2-3	Choir Folk Dancing Band Instrumental	Sports Home Ec.	Cultural Topics 2-3 Arts & Crafts 1	Lang. Develop. 1 Arts & Crafts 2-3
12:00 - 12:45	LANGUAGE LUNCH TABLES				
12:45 to 2:00	GENERAL ACTIVITIES: assemblies, competitive activities, student government, general planning session				

Numbers 1 or 2-3 indicate the level of proficiency of the group involved.

Field trips will be scheduled when most appropriate, preferably on Fridays.

Weekly Plan of Activities

1st Week - June 26 to 30

Monday - Orientation of participants
1. Plant
2. Personnel
3. Schedule
4. General procedure
5. Elective sign-up for Groups 2-3

Tuesday - Testing and participant evaluation

Wednesday - Placement by groups

Election of student body officers

Competitive teams organized

Thursday)
) - Regular schedule--see Proposed Schedule of Activities
Friday)

2nd Week - July 3 to 7

Monday - Regular schedule

Tuesday - Holiday

Wednesday)
Thursday) - Regular schedule
Friday)

3rd Week - July 10 to 14

4th Week - July 17 to 21

5th Week - July 24 to 28

Monday)
Tuesday)
Wednesday) - Regular schedule
Thursday)
Friday)

Weekly Plan of Activities (continued)

6th Week - July 31 to August 4

Monday Tuesday	) -	Preparation for Gran Fiesta
Wednesday	) -	Testing Participant evaluation of institute
Thursday	) -	Final preparations for Gran Fiesta Gran Fiesta at 8:00 P.M.
Friday	) -	Staff fiesta Awards Assembly

CULTURE TOPICS RELATED TO SPAIN

INFORMAL CULTURE

Informal culture refers mostly to facts, figures, statistics, and other elements, that though highly interrelated to all the aspects of culture, can be easily classified or discerned by simple research of geography, history, or linguistic books.

A. Biological characteristics of the people of the various regions (skin color, stature, common diseases, regional types, etc.)

1. Andaluz
2. Bascos
3. Aragon
4. Catalan
5. Gallego
6. Castellano
7. Gitanos

B. General Geography

1. Regions
2. Mountains
3. Rivers
4. Political divisions
5. Resources
6. Transportation
   (a) Ass, oxen, human most common
   (b) Auto, bus, rail, and air travel
   (c) Regionalism as related to transportation
7. Cities - province capitals
8. Capital city - Madrid

Culture Topics Related to Spain (continued)

C. General History

1. Early settlers
2. Political development up to present time
3. The conquest of America
4. Colonial period
5. The age of discovery and place of Spain in it
6. National heroes
7. Castles
8. Shrines
9. Various periods of historical development
10. The Spanish Civil War

D. Technology

1. Food getting and using
2. Cultivation and major crops
3. Preparing, serving and eating typical foods
4. Shelter - housing
    (a) The general construction
    (b) The patio, barred windows, fronting on the street
5. Clothing - modern and regional costumes
    (a) Regional costumes
    (b) Modern dress
6. Tools and industrial production
    (a) Human or animal power, no power machines
    (b) Hand crafts replaced by industry

E. Economic Organization

1. Merchandising, markets, tiendas, ferias

Culture Topics Related to Spain (continued)

FORMAL CULTURE

Formal culture refers to the products of artistic endeavor, achievements of intellectual and artistic genius, deeds of heroic valor and concepts of lofty spirit, and various modes of significant thought, genteel living, and racial vigor. These matters of which a country or nation is fully aware and justly proud, which everyone is informed about and is quite willing to discuss, to display, and to send abroad to be admired and emulated.

A. Literary Landmarks

1. Cervantes
2. Siglo de oro
3. Modern authors

B. Artistic Landmarks

1. El Escorial
2. Murillo, Velasquez, Greco, etc.
3. La Alahambra

C. Museums

1. El prado

D. Musical Performance

1. Music - regional folk songs - Jota - fandango - flamenco
2. Lives and works of composers - Segovia - de Falla
3. Instruments (origin)

E. Academic Espanola

F. Art Exhibitions

1. Painting - architecture - sculpture

G. Holidays and parades

H. School System

1. Schools and teaching methods
2. Mass education - analfabetismo

Culture Topics Related to Spain (continued)

2. Landholders and land reforms

3. Family self-subsistence

4. Businesses and Industries

5. Currency

6. Big landowners

7. Patrón system

8. Agrarian reform

9. Turismo

F. Linguistical Aspect

1. Historical linguistics

(a) Development of language

(b) Early settler's languages

(c) Comparative linguistics

(d) Descriptive linguistics

(e) Voice intonations that mark

(1) Command or invitation

(2) Surprise or indignation

(3) Pleasure or annoyance

(4) Coaxing or admiration

(5) Menace or reassurance

(f) The grammar of courteous or familiar address

Culture Topics Related to Spain (continued)

I. Scientific Accomplishments

1. Notable scientists

J. National Sports

1. Jai-alai

2. Bullfighting

3. Soccer

4. Tennis

K. Political Organizations

1. Law

(a) Basis for law - Roman law

(b) System of justice

(1) Courts

(2) Judicial system

(3) Legislative procedure

(c) Principles of justice

(1) Guilty until proven otherwise

2. Government

(a) Types of organization

(1) Las Cortes del Reino

(2) Proposed changes by Franco

(b) Elections

(1) Organized politics

a El caudillo

b Local bosses

(2) Political parties

a Multiple parties

b The church and the military

Culture Topics Related to Spain (continued)

c Yanqui-baiting

M. Diplomatic and Civil Service

DEEP CULTURE

Deep culture refers to the thoughts and beliefs and actions, the concerns and hopes and worries, the personal values, the minor vanities and the half-serious superstitions, the subtle gradations of interpersonal relationships as expressed in actions and words, the day-by-day details of life as it is lived--often with little or no awareness of these details--at home and at school, at work or at play, in church and in celebrations, in childhood or in manhood, in battle or in peace, in country or in city--in short, what is it like to be a Spaniard.

A. Social Organization

1. Family

(a) Kinships

(1) El compadre

(2) El padrino

(3) Donship

(b) Respect for parents

(c) Ties and in-law relations

(d) Milestones in personal life

(1) Birthdays

(2) Courtship, the duena system

(3) La Plaza as a social center

(4) Wedding

(5) Marriage

(6) Choosing a wife or a husband

(7) Inheritance, including names

Culture Topics Related to Spain (continued)

(e) Funerals

(f) Childhood life

(g) Adulthood life

(h) Race and ethnicity

(1) El gitano

(2) Regional types

(i) Ecology of community

(1) The plaza, center of political, social and business center

(2) The village

(j) Classes

(1) Occupations

(2) Income

(3) Education

(4) Mobility

(5) Social life in "clubs"

B. <u>View of God and the Supernatural</u>

1. The church

(a) Church vs state

(b) Portestantism

(c) Monastic orders

(d) Religious holidays and famous <u>procesiones</u>

(e) Church architecture - famous cathedral

2. Churches and worship

3. Patron saints

4. Sickness and curing

Culture Topics Related to Spain (continued)

(a) Causes: espanto, evil eye, los aires, hot and cold

(b) Curanderos

(c) Health care and facilities

5. Superstitions

(a) Sorcery

C. View of Man

1. Personal honor

(a) El machismo

(b) The duel

2. Bravery and cowardice

3. Price and self-respect

4. Dictates of conscience

5. Kindness and cruelty

6. Humor

7. Gestures of

(a) Welcome or hostility

(b) Approval or disapproval

(c) Affection or anger

(d) Courtesy or rudeness

(e) Inquiry or lack of comprehension

8. Concept of self-improvement

9. Male superiority to female

10. Expression of femininity

D. View of Society and Nation

1. Hero worship

(a) Spanish heroes

(b) Statues and plazas

Culture Topics Related to Spain (continued)

2. Nationalism

(a) The state to be obeyed implicitly

(b) Nationalization of industries

3. The state and the citizen

E. Esthetics

1. Sports

(a) Bullfighting

(b) Baseball and other American sports

2. Popular music

(a) Gaita

(b) Flamenco

3. Theater and movies

4. Children's games and toys

5. Drinking patterns

6. Dancing (formal and folk)

7. Fiestas - religious holidays

8. Art

9. Refranero

CULTURE TOPICS RELATED TO ARGENTINA

INFORMAL CULTURE

A. Biological charactertistics of the people (skin color, stature, common diseases, regional types, etc.)

1. The gaucho
2. The Indian
3. The European

B. General Geography

1. Regions
2. Mountains
3. Rivers
4. Political divisions
5. Resources
6. Transportation
    (a) Ass, oxen, human most common
    (b) Auto, bus, rail, and air travel
    (c) Regionalism as related to transportation
7. Cities - province capitals
8. Capital city - Buenos Aires

C. General History

1. The age of discovery and place of Spain in it
2. Early settlers
3. Political development up to present time
4. Colonial period
5. National heroes
6. Shrines
7. Influence brought by or into the American Revolution
8. Various periods of historical development

Culture Topics Related to Argentina (continued)

D. Technology

1. Food getting and using
2. Cultivation and major crops
3. Preparing, serving and eating typical foods
4. Shelter - housing
   (a) The general construction
   (b) The patio, barred windows, fronting on the street
   (c) Modern apartment houses
   (d) The pension
5. Clothing - modern and regional costumes
   (a) Gaucho and Indian
   (b) Age, class and ethnic significance of costume
6. Tools and industrial production
   (a) Human or animal power, no power machines
   (b) Hand crafts replaced by industry
   (c) Heavy manufacturing

E. Economic Organization

1. Merchandising, markets, tiendas, ferias
2. Landholders and land reforms
3. Family self-subsistence
4. Businesses and industries
5. Currency
6. Patron system
7. Agrarian reform
8. Turismo

F. Linguistical aspect

1. Historical linguistics

Culture Topics Related to Argentina (continued)

2. Development of language

3. Early settler's languages

4. Comparative linguistics

5. Descriptive linguistics

6. Voice intonations that mark

    (a) Command or invitation

    (b) Surprise or indignation

    (c) Pleasure or annoyance

    (d) Coaxing or admiration

    (e) Menace or reassurance

7. The grammar of courteous or familiar address

Culture Topics Related to Argentina (continued)

FORMAL CULTURE

A. Literary landmarks

1. Hernandez
2. Sarmiento
3. Gouzález

B. Artistic Landmarks

1. Palace of Fine Arts

C. Museums

1. Bellas Artes

D. Musical Performance

1. Music - modern and folk songs
2. Lives and works of composers
3. Instruments (origin) - Indian instruments

E. Art Exhibitions

1. Painting - architecture - sculpture

F. Holidays and Parades

G. School System

1. Schools and teaching methods
2. Mass education - analfabetismo

H. Scientific Accomplishments

1. Notable scientists

I. Political Organization

1. Law
   (a) Constitutional history
   (b) Basis for law - Roman law
   (c) System of justice

Culture Topics Related to Argentina (continued)

(1) Courts

(2) Judicial system

(3) Legislative procedure

(d) Principles of justice

(1) Guilty until proven otherwise

2. Government

(a) Type of organization

(b) Elections

(1) Organized politics

a El caudillo

b El cacique

(2) Political parties

a Multiple parties

b The church and the military

c Yanqui-baiting

(3) Political forces

a The revolution - right to revolt

b Sindicalismo

c Communism

d La mordida

J. Diplomatic and Civil Service

Culture Topics Related to Argentina (continued)

DEEP CULTURE

A. Social Organization

1. Family

(a) Kinships

(1) El compadre

(2) El padrino

(3) Donship

(b) Respect for parents

(c) Ties and in-law relations

(d) Milestones in personal life

(1) Birthdays

(2) Courtship, the duena system

(3) La plaza as a social center

(4) Wedding

(5) Marriage

(6) Choosing a wife or a husband

(7) Inheritance, including names

(e) Funerals

(f) Childhood life

(g) Adulthood life

(h) Race and ethnicity

(1) Nestizo, creole, indio, gaucho

(i) Ecology of community

(1) The plaza, center of political, social and business center

(2) The village

Culture Topics Related to Argentina (continued)

2. Classes

(a) Occupations

(b) Income

(c) Education

(d) Mobility

(e) Social life in "clubs"

B. View of God and the Supernatural

1. The Church

(a) Church vs state

(b) Protestantism

(c) Monastic orders

(d) Religious holidays

(e) Church architecture

2. Churches and worship

3. Patron saints

4. Sickness and curing

(a) Causes: espanto, evil eye, los aires, hot and cold

(b) Curanderos

(c) Health care and facilities

5. Superstitions

(a) Sorcery

(b) Mixture of church and Indian rites

C. View of Man

1. Personal honor

(a) El machismo

(b) The duel

Culture Topics Related to Argentina (continued)

2. Bravery and cowardice

3. Price and self-respect

4. Dictates of conscience

5. Kindness and cruelty

6. Humor

7. Gestures of

    (a) Welcome or hostility

    (b) Approval or disapproval

    (c) Affection or anger

    (d) Courtesy or rudeness

    (e) Inquiry or lack of comprehension

8. Concept of self-improvement

9. Male superiority to female

10. Expression of femininity

D. <u>View of Society and Nation</u>

1. Hero worship

    (a) Indigenismo

    (b) Statues and plazas

2. Nationalism

    (a) The state to be obeyed implicitly

    (b) Nationalization of industries

3. The state and the citizen

E. <u>Esthetics</u>

1. Sports

    (a) Bullfighting

    (b) Baseball and other American sports

Culture Topics Related to Argentina (continued)

2. Popular music

    (a) Tipica

    (b) Gaucho music

3. Theater and movies

4. Children's games and toys

5. Drinking patterns

6. Dancing (forma and folk) Tango - bals— Samba - Gato - Pericón

7. Fiestas - carnival

8. Art

9. Refranero